

The Campus Mirror

Published During the College Year by the Students of Spelman College, Atlanta, Georgia

VOLUME IX.

FEBRUARY 15, 1933

NUMBER 5

Antigone To Be Given Saturday Night, February 18th

The presentation of Sophocles famous tragedy, *Antigone*, promises to be one of the best presentations the University Players have yet given. The play pictures life in ancient Greece. The story of Antigone's unusual courage of determination to brave the threat of the king, who had decreed death to any who dared disobey his order, leads us through a series of incidents which are as human as present day life, yet, when followed to their culmination, leave us with the wholesome effect of great tragedy.

The University players have proved their versatility by their excellent work in past performances, such as: *Lady Windermere's Fan*, *Cradel Song*, *Ile*, *Loyalties* and *Sun-up*. Now we shall see a play that is altogether different from any of these. There will be unusual stage settings. Special choruses have been arranged for the play by Josephine Harreld. There will be features of exceptional interest which belong especially to Greek Drama—a form of art which has never ceased to be of deep and genuine artistic interest since the far off time of the ancient Greeks.

The price of general admission is 25c; reserved seats may be purchased for 35c.

Don't miss *Antigone*—it's different! It is new to all who have not seen Greek drama presented.

Paine College Celebrates Semi-Centennial

The fiftieth anniversary of Paine College, Augusta, Georgia, was observed last week with a definite program to carry out the celebration.

Spelman College was represented by Dean Jane Hope Lyons and Mr. Philip M. Davis, superintendent of grounds and buildings.

One of the special features of the program was a pageant *Marching On*, given Thursday night, February 9, by the students of the College depicting two hundred and fifty years of progress by the Negro race. The pageant portrayed the elemental passions of primitive people of Africa. Frederick Dube, native zulu of Natal, South Africa, and student of Morehouse College, trained the cast in tribal dances and yells.

James Weldon Johnson delivered *The Sermon on the Creation*, of which he is author. The faculty, students and trustees, Negro and white, participated in scenes portraying the founding and development of Paine College.

Mrs. Lyons, our Dean of Women, was personally acquainted with the first President of Paine College.

Famous Negro Tenor At Spelman College

William Lawrence, whose remarkable tenor voice has attracted international comment and has added to his already widespread reputation as a composer and pianist, gave a recital at Spelman College Monday evening, February 13th, at 8 o'clock. He was accompanied by Lawrence Brown, well known as accompanist of Roland Hayes and Paul Robeson and as the composer who has arranged many of the spirituals sung by those artists.

Mr. Lawrence is a native of Charleston, South Carolina, where his father was organist of the Congregational Church for over thirty years. As a boy, Mr. Lawrence showed marked ability as a pianist, organist and singer. At his father's suggestion, he decided to concentrate on the study of piano, with a view to concert work and composition. His brother was in the upholstery business, and Mr. Lawrence worked with him to earn sufficient funds for study in Boston, in the meantime working on piano technique under J. Donovan Moore, a leading piano instructor of Charleston. In 1913, Mr. Lawrence enrolled at the New England Conservatory of Music, where he studied three years, part of the time under Klare, a pupil of Liszt, and part of the time with Mrs. Frances L. Grover. He won a wide reputation as accompanist for Harry T. Burleigh, Roland Hayes and others.

His cherished ambition was to give to the world an interpretation of Negro artistic ability through music, and he soon began collecting Negro spirituals and compositions by Negroes. Wherever he went, he studied and compared the compositions of Negroes with compositions and folk songs of other races. For additional work in composition, he went to London, and spent a year studying piano under Matthay. For ten years Mr. Lawrence was accompanist for Roland Hayes, and was with him on his first world tour as a famous singer. While they did not stop long in a place, they visited the larger European cities, and Mr. Lawrence was able to add considerably to his studies of folk songs.

For the past five years Mr. Lawrence has been studying in France, concentrating on voice training and composition, studying under a number of well-known composers, particularly Leonid Sabaneyeff, the noted Russian. He sang frequently in Paris salons and the French press were enthusiastic in their appreciation of his voice and of his interpretation of both classical and folk music. Following his ideal of translating native Negro music, Mr. Lawrence

(Continued on page 4)

Chicago University President Speaks at Spelman

President Robert Hutchins, of the University of Chicago, was in Atlanta on Thursday, February 16th. Spelman and Morehouse Colleges, with guests from Atlanta University and other colleges of Atlanta, were indeed fortunate in Mr. Hutchins' acceptance of an invitation to speak to a special assembly of these students and faculties on the date of his arrival at 11:30 o'clock, Thursday morning in Howe Memorial Hall.

On the evening of the same date, Mr. Hutchins was the speaker and guest of the students and faculty of Agnes Scott College.

Mabel Dockett Gets Degree

Miss Mabel Dockett, graduate of Spelman College, who is now teaching at Texas College, Tyler, Texas, has been notified that she will receive, in absentia, her Master of Arts degree in History on February 18, 1933, from the University of Pennsylvania, where she studied last year.

Miss Dockett received her A.B. degree from Spelman in 1931. Besides earning much of her expenses in college, she gave considerable time to student activities. For the *CAMPUS MIRROR* she wrote a number of articles in each of the four years, served on the staff three years, including the work of Editor-in-chief in her senior year. She received honorable mention and a prize in the Essay Contest given by Mr. John Murray of the University College of the Southwest, at Exeter, England.

Lincoln and Douglass

THOMASINE DUCKETT, '34

February 12th brings to us, from year to year, the memory of two of the most outstanding lights which lightened the darkened realm occupied by our underprivileged ancestors. We commemorate the birth of the "Back Woods" Kentucky President who realized and understood the hardships and hindrances forced upon the group of people known as slaves. It may have seemed a mere sentimental outburst which terminated in a promise, when he is said to have exclaimed that if ever he had the opportunity to strike slavery he would strike it hard; but when he deemed the institution of slavery one founded on both injustice and bad policy and an evil which needed to be stamped out of existence, the voice of Lincoln rose in protest. The simplicity, straightforwardness, sincerity and honesty of Lincoln as an earnest believer and worker in the cause for right against that of wrong, cannot be denied. Lincoln did not think it wise to take any immediate, drastic steps in

(Continued on page 3)

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75 Cents a Year, 10 Cents a Copy, 40 Cents a Semester
Postage 3 Cents a Copy

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Space Stage To Be Used For Antigone

The play, *Antigone*, is to be presented in the Little Theatre on Spelman Campus because the lighting effect of a *space stage* can be ideally secured there. The effect of a space stage is secured by means of light thrown against a black background, thus bringing the actors into a fitting atmosphere to suggest the mood of the play.

The preparation of Greek stage effects, of Greek costumes, the practicing of the different choruses necessary to such a production are among the preparations for this event which Spelman students are finding to be of unusual interest.

Mrs. Margaret Wells Wood

Mrs. Margaret Wells Wood of the Staff of the American Social Hygiene Association will be in Atlanta March 1-9.

Mrs. Wood is a graduate of Mt. Holyoke and Bryn Mawr Colleges, is an experienced teacher and lecturer, and an expert on matters in the field of social hygiene. In addition, her work with the National Board of the Y. W. C. A., as secretary in co-operation with employers, and her experience as executive secretary of the Hospital Social Service Association of New York City, fit her to deal with the problems in industrial and health fields. She is associate chairman of the Social Hygiene Committee of the National Congress of Parents and Teachers and is affiliated with the General Federation of Women's Clubs, having participated in the program at the Federation's Biennial Convention held in Portland, Oregon, in 1932.

It is hoped that Mrs. Wood will be available to address our group.

President Read Appointed On Committee On Nominations

President Florence M. Read received a formal announcement of her appointment on the Committee on Nominations for the year 1933 of the American Social Hygiene Association.

This is one of the standing committees of the Association and functions throughout the year to receive nominations and to make recommendations concerning the election of officers and directors.

Other appointees on the Committee included Mr. Walter W. R. May, chairman, Dr. Frances L. Bishop, Rev. John M. Cooper, and Dr. A. J. Chesley.

Founders' Day Speaker

Dr. Benjamin J. Brawley, alumnus of Morehouse College and instructor at Howard University in the department of history, has been invited to deliver the Founders' Day address of his Alma Mater on Sunday afternoon, February 19th, at 3:00 o'clock in Sale Hall.

The coming celebration will mark the sixty-sixth anniversary of the college since its founding in 1867.

Lincoln-Douglass

(Continued from page 1)

the direction of emancipation, when he entered upon his duties as President, because he wished to see his way clear and to weigh the outcome before he made any definite move. One of his greatest virtues lies in the fact that he refused to allow sentiment and moral judgment and personal convictions to interfere with his duties of office. Nor did he take advantage of his position to procure personal power or to give vent to his personal feelings. He was true to the oath which he took and to the faith which had been placed in him. Lincoln was determined to protect and defend the Constitution of the United States and to preserve the Union at any cost. Perhaps he has been considered mild and shy, but he retained his opinions despite all forms and types of opposition which constantly confronted him during his period of responsibility as leader of the people.

We do not look upon Lincoln as the sole instrument in the abolition of slavery and its consequences; nor do we consider his procedure a perfect and adequate one; but we still maintain that he who said that, after January 1, 1863, all those slaves in the parts of the country which were still in rebellion against the government of the United States should be declared free, did, by that proclamation, prepare the way for the abolishing of every vestige of the diabolical institution of slavery, also prepared the way for the passage of the Fourteenth and Fifteenth Amendments to the Constitution of the United States and for subsequent steps in the development of American citizenship in the Negroes of America.

During the period of the efforts of Lincoln and his numerous adherents there arose in public life a person who could support the cause of Abolition by showing what a cultured, intelligent slave could do and be. This was Frederick Douglass, an ex-slave who entered the movement, pleading the cause of the Negro. His ability as a lecturer, his marked assurance and self-control have been widely acclaimed. Frederick Douglass has been referred to as one possessing much originality and unadorned eloquence rather than as one having a fine flow of phrases. His dignity of appearance, polished language, poise, and gentlemanly manner caused a contemporary to say: "He is a man of lofty reason, natural and without pretention; always master of himself; brilliant in the art of exposing and extracting ideas." By his appearance, gesture, manner, and genuine eloquence, Douglass could sway any kind of audience. He accepted rebuffs and criticisms calmly and sanely. His scholarly mind did not take him apart from the cause he represented, but served to strengthen it. His clear intellect and philosophic insight, supported by endurance and a lofty purpose, made his career a brilliant one. Frederick Douglass, a free Negro, was not only of service to his brothers who continued in bondage, by merely asking for their rights of freedom, but he showed to

Mr. W. H. Chamberlin Speaks on Russia

Mr. William Henry Chamberlin, journalist, author, traveler and lecturer, who for ten years has been correspondent for *The Christian Science Monitor*, in Russia, spoke to Spelman, Morehouse and Atlanta University students at Spelman College, February 14th, on "Ten Years in the Soviet."

Mr. Chamberlin divided the economic, social and political conditions of Russia into two cycles of development. When he arrived in Russia in 1922, he found the country just recovering from seven years of civil war and foreign intervention. He perceived a new feeling of hope, an aspiration emerging from the people as a whole; at the same time a new economic policy was developing.

The first cycle, which ended in November, 1932, was characterized by economic, social and political development and all of these affected the general life, the psychology and the working habits of the population.

The objectives of the first five-year plan were: first, the assumption that the country's development would be advanced by giving the government power to adjust everything; second, to secure a high speed of industrialization by the expansion of national transportation, plus the building of factories; third, to bring 62 per cent of the peasant families into collective farms; fourth, the expansion of an educational program to suit the plan of the government; fifth, the adjustment of the amounts of food stuff for each individual.

The success of this plan will depend on what can be achieved in the next five years under the plan which is now in operation. The first five years have been unmistakably unsatisfactory, especially for the peasant class. There is total underproduction of food-stuffs for the large number of peasants; and another thing facing the peasants is the matter of exchanging their farm products for manufactured goods. For one dollar's worth of farm produce they may obtain about thirty-five cents' worth of manufactured goods.

The bringing of 62 per cent of these peasants onto collective farms and into a joint community home life has had a tendency toward the disintegration of the spirit of the family and home training and culture. Again the great industrial movement, which has taken the majority of the mothers from the homes and placed them in the factories, has produced a bad effect on the children. At an early age such children are taken from their mothers and placed in a nursery where they spend the most of their waking time. Is it

(Continued on page 7)

those who held the fate of the slaves in their hands, what an emancipated slave, when he became intelligent, was capable of doing. As Marshal in the District of Columbia, as Recorder of Deeds and, later as Ambassador to Haiti, Douglass maintained an enviable record and was considered an honorable office holder. The Negro race is justly proud of him.

Dr. Snell Visits Spelman

Dr. Florence M. Snell, Head of the English Department of Huguenot University College, Willington, Cape Province Union of South Africa was the guest of Miss Newell the week of January 21st.

Dr. Snell's chapel talk, during examination week, inspired us to represent well the best qualities in our ancestors and improve upon the bad qualities. She set forth the idea that we are reflections of at least three institutions with which we are connected, the family, the church, and the school.

Dr. Snell's way of supporting this fact was through the story of the wonderful artist who painted the ancestors of a man and his wife from having studied those two persons only. They had come into sudden wealth and position, only to realize that they also needed ancestral background. If one has good qualities in his background, is he not to live out these qualities? And if one has bad qualities, can he not cultivate better ones?

People are constantly noting in us evidences of our ancestors; we look like father, we talk like aunt Nellie. We ourselves attribute good or bad qualities to our ancestors. We are honoring our ancestors when we are proud of their fine qualities and develop them in ourselves. Or we may discredit them by our deteriorating in those qualities. It's unfair to blame our ancestors for our inability to do something; we only cheapen ourselves by making such excuses. It is also unfair not to credit our ancestors with what they might have done had they had our advantages.

The Chinese have set good examples of ancestor worship. Although some of the features of their system are undesirable, the practice is still to be favored when compared with that of the ancient Egyptians who credited themselves with everything, giving no credit to their ancestors.

This chapel talk shocked each girl into the realization that she is living out the influences of her home, her school, and her church. After all, how much of us is ancestor, and how much is improvement upon our ancestors?

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Negro Tenor at Spelman

(Continued from page 1)

composed *Bambara*, Rhapsodie Africaine, for orchestra, including some native African instruments, particularly the Hany, which is made from certain gourds and small bones of the boa constrictor. M. Sabaneyeff in the French press wrote:

"In the Rhapsodie his inspiration is based upon a specific African scale, the music of which is very picturesque and full of syncopated rhythms, offering us a living tableau of the life of the race of the composer and expressing a great diversity of musical emotions, exotic, sincere, often naive, and always changing, passing from a moving lyricism to an organism ferocious and savage."

In order to use the Rhapsodie in his recitals, Mr. Lawrence arranged it for two pianos, and it was one of the numbers on his program. This arrangement was used in his concert at the Repertory Theatre in Boston, and the Boston *Herald* said: "Mr. Lawrence's African Rhapsodie was an agreeable surprise to those, and I suspect they were many, who dreaded some form of artistic blues. No guess could have been wider of the mark. This music was restrained, well-knit, and never charged with exotic emotion. Sabaneyeff finds it full of syncopated rhythms, but the syncopation was almost classic and certainly no wilder than Schumann's excursions in this field."

Continuing his efforts toward creating and encouraging a Negro musical style, Mr. Lawrence, in cooperation with Harrison Kerr of New York City, has organized an orchestra in Harlem. While they will work on many kinds of music, they plan to concentrate particularly on original compositions by Negroes and arrangements of Negro folk songs.

Mr. Lawrence's performance consisted of five groups, each of which he interpreted and mastered in a superior manner.

The second part, a group of French and Italian folk songs, added much to the credit of the artist because of the keen, fine manner in which his enunciation paralleled his singing. The group included *O ma Tendre Musette*, *Manette*, and *Jeune Filette*, by Wekerlin, and *Il Mazetto* (Italian Folk Song) by Sadero.

Bambara (Rhapsodie Africaine), a two piano composition of Mr. Lawrence's, was played by the composer and Mr. Brown. This Rhapsodie is based on *Bambara*, an African dance, a painting of which was included in a folio of fifty African paintings which Mr. Lawrence brought from Africa. This composition was rendered with a technique comparable to the reputation which both artists have won.

The last group consisted of Negro folk songs and melodies and marked the high point of the concert. Mr. Lawrence did what is expected of a true artist—he expressed the real Negro sentiment in these compositions. The enthusiastic applause of the audience warranted his singing, a second time, *Water*

Mrs. Dent's Recital, A Rare Treat

On Monday evening, January 31, Mrs. Jessie Covington Dent thrilled Atlanta music lovers with the piano recital which she gave in Howe Memorial Hall; the performance was one of foremost rank, displaying technical facility, clarity of tone and sympathetic understanding.

The *Beethoven Sonata*, Opus 78, and the *Mozart Pastoral Variee* were the first numbers on the program and were played with much feeling for the classic design.

The Chopin group represented the highest point of Mrs. Dent's program. She interpreted with excellent clearness of tone and delicacy of touch in each of these compositions. This group included three of the best known Etudes—*Etude in E Major*, *Revolutionary Etude* and *Etude on Black Keys*, also the *Nocturne in C Minor* and *Scherzo in B Minor*.

The rendition of the Modern Group was distinguished by delicate tone coloring and by display of flawless technique; the artist obtained splendid effects by her use of the pedal.

Liszt's *Concert Etude in D Flat*, known as *Un Sospiro*, was no less inspiring than the preceding numbers.

Ernest Hutchinson's transcription of Wagner's *Ride of the Valkyries*, which was played in a thrilling manner brought the program to a close.

Mrs. Dent responded to the prolonged applause of the audience with Kreisler's *Caprice Vennois* and Ravel's *Bolero*.

PROGRAM

GROUP 1

Sonata, Op. 78, Beethoven, Allegro, ma non troppo, Allegro assai; Pastorale Variee, Mozart.

GROUP 2

Etude in E Major, Chopin; Revolutionary Etude, Chopin; Etude on Black Keys, Chopin; Nocturne in C Minor, Chopin; Scherzo in B Minor, Chopin.

GROUP 3

Jeux d' Eau, Ravel; Naiads at the Spring, Paul Juon, Lullaby, Brahms-Grainger; Ritual Fire Dance, De Falla.

GROUP 4

Etude in D flat, "Un Sospiro", Liszt; The Ride of the Valkyries, Wagner-Hutcheson.

Everyone appreciated Mrs. Dent's explanation of the numbers which were highly beneficial and interesting to the audience.

Following the recital Mrs. Dent was given a reception by the Sigma Delta Theta Sorority, of which she is a member. Members of the Spelman-Morehouse Glee Club were invited to attend.

Boy, arranged by Avery Robinson, which he rendered in his unusual, individual manner and which merited all the praise that it received. At the end of the program, when the audience went into thunderous applause of appreciation, Mr. Lawrence sang the Negro spiritual, *Nobody Knows de Trouble I See*, which formed a fitting close for the program.

Is This Education?

I can solve a quadratic equation, but I cannot keep my bank balance straight.

I can read Goethe's "Faust" in the original, but I cannot ask for a piece of bread in German.

I can name the kings of England since the War of Roses, but I did not know the qualifications of the candidates in the last election.

I know the economic theories of Malthus and Adam Smith, but I cannot live within my income.

I can recognize the "leit-motif" of a Wagner opera, but I cannot sing in tune.

I can explain the principles of hydraulics, but I cannot fix a leak in the kitchen faucet.

I can read the plays of Moliere in the original, but I cannot order a meal in French.

I have studied the psychology of James and Titchener, but I cannot control my own temper.

I can conjugate Latin verbs, but I cannot write legibly.

I can recite hundreds of lines of Shakespeare, but I do not know the Declaration of Independence, Lincoln's Gettysburg Address, or the twenty-third Psalm.—(Bernadine Freeman, in Journal of National Education Association)—Technique.

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Interior of Students Dining Room—(No. 3 of Series of Campus Pictures)

Intercollegiate Informal Essay Contest

The Stewart Missionary Foundation for Africa, of Gammon Theological Seminary, is this year sponsoring an Intercollegiate Informal Essay Contest. The purpose of the contest is to get personal reactions from alert students concerning some phase of the world-wide Christian Missionary opportunity and to broaden world horizons.

All college students who are regularly enrolled are invited to participate in the contest.

A first prize will be offered to the local winner in a school where there are from five to nine contestants. Where there are ten or more contestants a first and second prize will be offered to the students who write the two best essays. Each college will select its own judges who will choose the contestants and the best, and second best in case there are ten or more contestants.

The prize essays will be sent to the secretary of the Stewart Missionary Foundation not later than March 4th. Two grand prizes will be offered by the Foundation.

Students who are interested in securing rules of the contest and suggested subjects upon which to write may secure these by writing to the Stewart Missionary Foundation, Gammon Theological Seminary, South Atlanta, Ga.

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The French Club

GRACE ROSS, '33

Le Cercle Francais count themselves fortunate in having Mr. Edward Jones, of the French Department of Morehouse College, as their speaker on Friday evening, February 11th, on the subject, "The Museums of France and Especially the Louvre." Mr. Jones distributed a fine collection of pictures and booklets which helped the audience in following the lecture and in getting much information about the collections that may be studied in French museums. A further advantage of this excellent program was the opportunity to ask questions, which brought out still more knowledge of French art and the art collections of France.

Race Relations Week Observed

The vesper hour Sunday, February 12th, was devoted to the Colored Women's Committee on Better Race Relations, which closed its celebration of Race Relations Week with a program in Sisters Chapel.

Mrs. Kemper Harreld, mistress of ceremonies, gave the background of the committee, including some of its general achievements. Following Mrs. Harreld, Mrs. Ludie Andrews, R. N., related specific achievements by the committee on health. Mrs. M. A. Fountain, Jr., told of the work of the educational committee. Music was furnished by the chorus and the Morehouse quartet.

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Two Meetings of the Biology Club

On January 16th a joint meeting of the Biology Club with the Science and Mathematics Club heard Dr. Albro give reports from the December, 1932, meeting of the American Association for the Advancement of Science, which she attended in Atlantic City, New Jersey. Concerning the nature and work of this association the club members learned that it is confined to the Western Hemisphere, is divided into fifteen sections in which nearly 200 organizations in the United States and Canada are affiliated. At the meetings of the groups, of the sections, and of the entire association there is a process of pooling all valuable discoveries made by researchers and not previously reported.

A few of the interesting investigations which Miss Albro reported to the clubs were these: (1) Demonstrations of proofs that the temperature maintained during the hatching of eggs is related to the heat resistance of the animal afterwards. (2) Discoveries of the possibilities of treating wounds by means of sterilized maggots. The maggots are from sterilized eggs which are treated bacteriologically. (3) Another interesting report given was of an explanation given by means of moving pictures and lecture of the process by which nerve fibers may be regenerated in tadpoles and salamanders.

The attendance at the Atlantic City meeting was much over 3,000.

The meeting of the Biology Club on February 10th, addressed by Dr. Newell, was for the students of the department no less interesting than the previous report concerning the large things being done in the field, for she added in another way to the impulse to become useful investigators in the field of science. She took her audience informally into her own experience after the completion of her undergraduate work in biology; into her experiences of teaching and then on her travels and into her studies in Leipsic and at Naples, having most thrilling experiences based on what she had learned in undergraduate studies and in teaching. Graduate study did not seem like a dreadful trial or drudging; it seemed like a piece of grand experience which was a fulfillment of dreams about the wonders of nature.

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What? When? Why? Column

(Edited by Girls in Home Economics Department)

WHAT TO SAY AND HOW TO SAY IT

(Suggestions from "Etiquette", Emily Post)

"Think before you speak."

One of the first rules for behavior in society is, "try to do and say those things only which will be agreeable to others." Do we do this? Not always.

Ideal conversation should be a matter of equal give and take, but it is often a matter of all "take".

Don't be a cynic and say that in social conversation one must either be the bore or the bored. This does not need to be. A bore is one who is not the least interested in what you are interested in. If you are clever, you will discover this and make your conversation interesting. On the other hand, it is a bad habit to become bored too easily. Usually every person has something interesting to say if you will listen for it. Learn to do this.

Here are a few maxims for those tactless blunderers:

1. People who talk too easily are apt to talk too much; on the other hand the man of silence adds very little to his social surroundings.
2. When talking one should try not to repeat oneself.
3. When someone is talking to you, it is inconsiderate to keep repeating, "What did you say?"
4. Do not hold to the idea that conversation means contradiction or flat statement of what another says.
5. Avoid Euphuistic statements.
6. Talk about things which you think will be agreeable to your hearer.
7. Preaching is all very well in a textbook, schoolroom, or pulpit, but it has no place in society; telling people dangerous and disagreeable things to their faces or behind their backs is not a pleasant occupation.
8. Do not be too apparently clever if you would be popular.
9. Remember that the chatterer reveals every corner of his shallow mind; one who keeps silent cannot have his depth plumbed.
10. Do not pretend to know more than you do know.
11. Loud talking and boisterous laughing denote half-wittedness.
12. The faults of commission are far more serious than those of omission; we seldom regret the words that we left unsaid.

OFT TIMES

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And tell us what we've said,

The way we'd feel would make us think

We'd be much better dead.

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Five Interesting Journeys

On January 28th, as announced in the January MIRROR, Mr. William L. Finley, naturalist, author, explorer and producer of Finley Nature Motion Picture Films made his second visit to Spelman Campus. He took his audience on five tours by means of his pictures and explanations, studying the lives and habitat of many wild animals, birds, and water creatures.

Our first exploration took us out into the Pacific Ocean, but it did not appear at all pacific because the water seemed to be angry as it dashed furiously against the boat and rocked it from side to side. At the end of the journey we were indeed glad to see the shores of Alaska, because we were a little seasick and scared. The shores and sides of the mountains appeared to be in full blossom, if that might describe the beautiful birds seen on the cliffs and rocks along the shores, birds such as we had never seen before. Not only was the appearance of these birds of interest, but also their habitat was most unusual. Some lived and reared their young in colonies very much in the same manner as some higher forms of animals do. Some built their nests in the ground so as to protect their young from danger. However, the most interesting of all the birds were the two pet ones on the boat. These birds had grown to be quite human. They danced and played together very much in the same manner as do children. But play ceased and their eyes stared whenever a wild animal was captured and brought on board.

The next journey of great interest to everyone was into the cold regions of Alaska, where we had another dangerous experience. This time the ocean was calm, but full of icebergs. Yet none of these retarded the boat until it came to a great glacier which stood very high and extended twice as deep beneath the surface of the water. Every minute or two a part of this glacier fell with a great splash into the ocean. To us it resembled a large white forest and the falling portions resembled falling trees being hewn down by woodcutters. For sometime it seemed that the boat would crash into this great mass of ice, but the captain understood the steering and was able to avoid a wreck. On the following journey we were all quite interested in the lives and habitat of sea creatures. Biology was made more interesting to the biology students when they were able to see how the jellyfish spends his time and how gracefully the octopus can do aesthetic dances, waving its arms in every direction and forming many different patterns.

Again the salmon interested us. The characteristics of this creature are striking. There has been and still is a question in the minds of scientists as to what influence plays upon the adult, causing it to go upstream jumping many falls in order to reach the higher levels for spawning and what it is that teaches the untrained young

to follow the path of its fore-parents down stream.

On the next journey we were all quite interested in the capture of whales, although we were often so frightened that we held our breath. We were sure as the whale was being shot at again and again, that he would overturn the boat, but luckily he did not. Finally one marksman, who was by no means an expert, loaded the whale-gun and fired, killing the whale. It was very large, weighing several tons.

The last and most interesting journey was the trip spent studying the Kodiak bears. They exhibited many traits which resembled those of man. It afforded us great pleasure to see a bear attempt to catch a salmon and even more to see him fail, because he wrinkled his face and quarreled as a little boy might do. They were dangerous to meet unless one had a gun. They were afraid of even the sound of a gun. But, after all, Mr. Finley proved to us that a pet bear might be quite a nice friend to have around the house.

All enjoyed the imaginary trips and envied the thoughts of a real journey.

Memories That Linger

When Folia E. Butler graduated from Spelman College in 1927, she went out with the aim of administering directly to the needs of her race. Immediately after graduation, she realized her dreams and began work as a County Demonstration Agent in Americus, Georgia, her home town. Her field extended throughout the community and from town to town.

She returned to her Alma Mater in 1931 to participate in the celebration of the Golden Jubilee and observed younger students at the task of learning; she remarked, "They should be encouraged to study no matter how hard it seems; they only think it's hard because they haven't met life outside."

In the fall of 1932, Miss Butler died, after scarcely five years of work in her chosen field. Her schoolmates, her community, her companions, her family, hold memories of her exemplary efforts which are pleasant recollections.

All who knew Miss Butler will remember her for her keen wit. On one occasion, in talking with a teacher at Spelman about what she might work at after graduation, she said, "Whatever I do, if I find I am just rattling around in my job, I shall get out of it." She added, "I do know people who do nothing more than rattle around in their jobs."

It was recalled that, when following her courses of study at Spelman, Miss Butler was asked to tell what poetry meant to her; whereupon she wrote the following:

Poetry means companionship, living experiences; it means vicarious experiences through many ages, interwoven in one's own experience. It helps one to understand the art of living; it makes one believe deeply that nature is the true standard of the art of living. I believe poetry is one of the best things to enrich one's personality.—Folia E. Butler.

AT THE SIGN OF THE BLUE

Y

Address on Race Relations

CURTIS MILLER, '34

It is the suggestion of the National Y. W. C. A. that each student organization of the "Y" give some recognition to Race Relations in the form of a program. Such a program was given by the Spelman Y. W. C. A. on Sunday evening, February 15th, in the form of an address by Mr. Chivers, of the Department of Sociology of Morehouse College.

Among a number of interesting things which Mr. Chivers discussed were the following: In considering this question of Race Relations, one might pass through many stages of thinking: that of a pessimist, of an optimist, of a sentimentalist, or a radical. An extremist in any one of these views proves far less helpful in bringing about a mutual relationship between the races than a scientific thinker who strikes a happy medium. The number of scientific thinkers in this field is less than in either of the other groups.

Mr. Chivers pointed out what he called the losses and gains in Race Relations. The improved system of education, including state colleges; the relative decrease in lynchings; the permission of Negroes to sit on juries; and Negro lawyers defending white persons—these are a few of the gains. On the other hand, the Scottsboro case would be listed as a decided loss.

The speaker gave his audience food upon which to base their thinking in building up a scientific attitude in race relations, which shall be a result of real understanding.

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The Sign on the Door

The students have heaved a great sigh of relief. Once more such signs as "I am studying," "Please do not disturb," have been removed from the room doors in the dormitories. In the words of President Wilson, "We have settled back to normalcy." The strain and stress of examinations are over.

I do not think there is any time during the year in which it is more interesting to observe the procedure and attitude of the students than during examination time. In their faces there is an iron-like determination, a studiousness unparalleled at any other time of the year. Biology students are working in the laboratories with the precaution and skill of technicians. Students of Economics are working intensively on practical problems of economics. If the preparation for examinations continued throughout the school year, many of the world's most difficult problems, such as determining the validity of technocracy or the way out of the present economic depression would immediately be solved. Students in the phonetics classes are racing up and down the vowel chart while the harmony students are watching closely for the inevitable Parallel Fifth. Those interested in Educational Psychology and Sociology are turning pages of their textbooks wondering if this or that sentence will make a good true-false question. The students of literature are wondering how Macaulay could have been so satisfied with his age, if examinations were taken in his day. Well, this is only half of the story.

The preparations have been made; examinations are over, and they were not so bad either. This is what some of the students thought about them: "If I had just known before I went in there what she was going to ask, I could have studied it." "It was not hard, if you knew it." "I don't see what they have examinations for." "When I get into an examination and know all the questions asked, it makes me angry to have to sit there and write for two hours. I know the answers and if the teacher knows them, why write?" "I don't mind taking examinations; it is a big thrill to see how much I really know about the subject, but I surely wish they would tell me what I made."

Now we can go to chapel and enjoy the organ once more—what a relief! Another sign is seen on the door, "Sleeping. Please do not disturb!" In moving one of these resting signs from the door, the occupant found that one of her fellow students had added a few words: "Sleep on and take your rest, because after your marks are sent home, you may follow in their train." It sounds like a joke, but there may be some truth in the most frivolous jokes.

Lincoln-Douglass Celebration

On Monday morning, February 13th, at 9:00 o'clock in Sale Hall, the students of Morehouse College sponsored a program

dedicated to the memory of Abraham Lincoln and Frederick Douglass.

Following is the program, which was purely historical and particularly inspiring as the special events in the lives of these men leading to emancipation were reiterated:

THE PROGRAM

The Invocation.

The Battle Hymn of the Republic.

"Abraham Lincoln" Mr. L. R. Bailey

"There Is No Death" O'Hara

Mr. Rudolph Brown

"Frederick Douglass" Mr. W. H. Shell

"Barter" MacFadden

Glee Club

Declamation Douglass' Rochester Address

Mr. J. H. Young

Negro National Anthem.

Master of Ceremonies Mr. Thomas Kilgore

Mr. W. H. Chamberlin

(Continued from page 3)

any wonder that these children grow up without any feeling for home or mother or father?

The ideas of the young and their parents are often so different that a very distinct line is drawn between parents and children by this communistic influence and youth movement. As was evidently intended, the young people make a more sudden change to the new ideas of government through such education and up-bringing than the older people can who were brought up in family life by their parents.

The communist government also affects the country's art. The moving pictures always have for their purpose the proving to their audiences the good advantages of the communist government. This government has also affected marriage; in that the marriage and divorce laws in Russia are very free. It is easier to get a divorce in Russia than at Reno. All that is required is to go to the registration book and sign off.

One of the greatest changes resulting from the Soviet government is connected with religion. The Russian Communists are opposed to any kind of religious influence; the younger generation are being brought up entirely without it.

Another matter of wide interest is: Is the Russian government going toward a capitalistic or a socialistic government? It could not be called socialistic, because there is no real equality, either political or social. At the head of the government are found ruthless idealists, ruling very much as they see fit. Yet these men are able to buy no share in government possessions. Neither could the government be said to be eventually driving toward a capitalistic state, because one does not see any individual owning a factory, a private yacht, or wearing expensive clothes. Practically every one works for a salary; no one gets an income.

Whether Russia is successful in what she is attempting or not, whether her sacrifices through the last five years will be of any value may be in some degree determined by the next five years. The whole situation is a serious one which affects one-seventh of the habitable globe.

ATHLETICS and SOCIAL PAGE

MOREHOUSE EXCHANGE NEWS

(From Maroon Tiger, W. N. Jackson, Editor-in-Chief)



Morehouse Loses to Fisk

Nashville, Tenn., Jan. 20, 1933.—The "jinx" continued to stick with the Tigers as they entered the melee with Fisk. Already tired from the long trip to Nashville, which they had taken that morning, they were by no means ready to cope with the Tennessee team, and, when the smoke of battle had cleared, they were found to be again the loser—this time by a much larger score than previously—44 to 26 being the tally. Even here the Tiger team seemed to strive to live up to a recently acquired reputation—that of a second half team. They actually outplayed a fresher Fisk team, but as before, the score was too great and the fourth consecutive game went by the books.

LINEUP

Fisk (44)	Morehouse (26)
Bennet (16) F	Stewart (1)
Tatum (2) F	Davis (9)
Bufkin (12) C	Archer (3)
Evans (3) G	Branham (6)
Adams (5) G	Cabiniss (5)
Jones (3)	Collins
	Smith (2)
	Hamilton

In the second game, January 21st, Fisk again defeated Morehouse; this time 35-20. However, the game greatly exceeded the former in fight and general all-around action. Morehouse, completely refreshed after the hectic proceedings of the day before, threw quite a scare in the camp of the Fiskites, but the final score was 35-20.

Morris Brown Defeats Morehouse At Sunset Park

In a fast and furious game, played at the Sunset casino, January 13, 1933, Morris Brown downed the Tigers to the tune of 37-32. The Tigers exhibiting some of that same "come-backness" that was so evident at the two former Knoxville games, completely outplayed a supposedly stronger Wolverine team; but, as before, the lead that had been established in the first half was too much for the fighting denizens of the jungle and again Morehouse "bit the dust". Edward, "Duck" Davis was easily the star of the contest and emerged from the fray the possessor of fifteen more points to his credit. "Jim" Reed, star forward for the Purples, actually totaled more points than the "Duck" but, somehow, his all round play and seventeen points seemed insignificant as compared to the younger and far less experienced Davis.

LINEUP

Morris Brown (37)	Morehouse (32)
D. Smith (2) F	Collins (6)
J. Reed (17) F	E. Davis (15)
Murdock (9) C	Archer (7)
Jones (3) G	Cabiniss
Jackson (2) G	Smith (2)
Holmes (2)	Stewart
Stanfield (2)	Hamilton (2)
Smith	Branham

Referee: Walker (Lincoln).

O Sophomores!

We stood on the bridge one night thinking about our dear ole friends, the Sophs and we wonder when

M. S. will stop visiting Upton.

Z. D. will stop signing contracts for wearing curls.

B. R. will start making her own decisions.

F. L. will cease talking cute.

A. S. will refuse to appear in the line for seconds.

G. F. will get the prize for "speakeasy".

D. D. will kick another "gong around" coming down the step to T. H.

E. H. will refuse to let Mr. "Indigestion" change her disposition.

L. P. will gain a fortune making eyes.

C. W. will cease to be a canned peach.

E. A. & C. L. will cease being Inn Keepers for the gang.

C. L. A. will choose some other pet beside billy goats.

E. B. will cease picking at the Cord E. G. B.

M. P. will stop being the first trap loose for action in the morning.

V. M. will succeed to the platform of Cleopatra.

T. F. will cease depending upon the lucid stars to make a gift to her brain.

F. A. will stop making head pieces suffer.

J. L. W. will cease wearing a flushed-face-History.

M. A. will cease being the Little Brown Baby of sparkling eyes for Colston's Knee.

M. S. will gradually unload all of her shyness.

than in orchestras.

G. W. will go some place without a Rose Bud pinned to her.

F. J. will seek companionship elsewhere

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The Annual College Social

An Indoor Garden Social, Saturday night, February 4, in Morgan Hall was the annual social given by the college for Spelman students and their friends. There were guests from the four city institutions: Morris Brown and Clark Universities, Morehouse College and Atlanta University. A special guest was Dr. W. E. B. DuBois of New York City who is giving graduate courses in Atlanta University this semester.

The enjoyable program included a piano solo by Carol Blanton; a skit, *The Swiss Mountaineers* by Fannie Allen and Caroline Lemon; a violin solo by D. O. Days and the *Valse Joyeuse*, aesthetic dancing by Fannie Allen. *Out of the Garrett* was a presentation of the Cinderella story in pantomime by Josephine Harreld, Frances Lawson, Birdie Scott, Thomasine Duckett, Mary Menafee, Margaret Williams, Florence Warwick and Zanomia Duff. Curtis Miller read the story interpreting the action.

The large hall was nicely decorated to suggest a garden with tall green palms, flowers and shrubbery. The colored lights of green and pink, together with the varied soft-colored gowns of the guests, afforded the effect of a gay garden. The guests in various groups strolled under the palms, enjoying laughter and pleasant chat.

Refreshing punch was drawn from the well in the center of the garden and served to the guests by two flowers of the garden, Jewel Crawford and Alice Selby. Ice cream and cake were also served after the program, and then came the end of an evening's merriment.

In keeping with the program of Negro History Week, Mrs. Claudia White Harreld gave in chapel on February 15th, a brief life history of her father, W. J. White, founder of Morehouse College.

Freshmen at Lynchburg College, Virginia, have chosen as their motto, "Green Things Must Grow."—Butler Collegian.

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